DOCUMENT RESUME

ED 107 642 SP 009 267

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TITLE An Information Systems' Approach to Higher Education and Post-Secondary Degrees.
INSTITUTION FILMS, Albany, N.Y.
PUB DATE 12 May 75
NOTE 19p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Graduate Study; Higher Education; Inservice Teacher Education; *Masters Degrees; Performance Specifications; Postsecondary Education; *Systems Approach; *Teacher Education; *Teachers; Teaching Experience

ABSTRACT

This paper contains eight components and is modular in the sense that it can be taken as a whole or in part. The first section is a pretest which attempts to analyze some measurable dimensions of a master's degree. The second section is a short presentation which shows how education must stress the affective and attitude dimensions of learning. Diagrams presented in the third section demonstrate the differences between two approaches to attaining performance objectives. The fourth section is a short test designed to show the difference between an enthusiastic and an unenthusiastic teacher. The fifth section is an attempt to make the teacher in higher education think of learner benefits that are a direct result of higher education. Selecting the best (although not necessarily the most qualified) student for entry into a master's program is illustrated in the sixth section. The seventh section attempts to point out the absurdity of certain educational philosophical positions if carried to the extreme, and the last section is a posttest intended to measure the gains score of the reader as a result of studying this document. (PB)

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TITLE

AN INFORMATION SYSTEMS' APPROACH TO HIGHER EDUCATION
AND POST-SECONDARY DEGREES

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INTRODUCTION

A PRETEST TO FIND OUT WHERE YOU NOW STAND is intended to analyze some of the measurable dimensions of a master's degree. Answering these questions will provide an intellectual exercise that sets the right atmosphere for this analysis of higher education.

SOME TYPICAL EXAMPLES OF HOW YOU CAN CHANGE YOUR TARGET is a short presentation designed to show the student what can be done to get more mileage out of a current advanced degree. This brief example shows how education must go beyond multiple choice questions in order to stress affective and attitude dimensions of learning.

TWO SIMILAR BUT DIFFERENT EXPLANATIONS OF HOW A PERFORMANCE OBJECTIVE IS ATTAINED is a diagramattic presentation. These diagrams show the difference between the ONE-WAY approach and the MANY-WAY approach.

The one-way approach pretends that all performance objectives start with knowledge objectives. The many-way approach points up the realistic conclusion that some performance objectives start with knowledge, other performance objectives start with even smaller performances, and some performance objectives start basically with attitudes. As a result, the best way to change curriculum in higher education is through changing the attitudes and behaviors of the individuals involved.

IMAGE is a short 10 question test designed to show the difference between an enthusiastic teacher and a dead teacher.

THE LITTLE ONES WHO LEARN is an attempt for a teacher in higher education to think of learner benefits that are a direct result of higher education. These learner benefits are put in such a way as to make them observable and almost photographable.

A MULTI-DOMAIN RESOURCE PAGE is intended to show the difference between educating people to a higher level and between permitting only high level entry. A gain score is the difference between the pretest given on the first day and the posttest given on the last of class. A gain score means that each individual has had a chance to succeed. The three examples on the next page try to apply this material in some concrete applications.

THE ROLE OF SATIRE IN SELF-IMPROVEMENT is intended to point out how ridiculous certain educational philosophical positions would be if carried to an extreme. This type of satire is really exaggeration used as a tool of analysis.

POSTTEST is intended to measure gains score of a reader as a result of coming in contact with this document. The 30 questions in this posttest are intended to foster self-analysis as much as self-growth.

This document is modular in the sense that it can be taken in whole or in part.

The above introduction has stressed a summary analysis of each component part in order to show things that might be of advantage to a specific reader at a specific time. There is no intension here to imply that the document must be read in the order in which it is printed.

THE MASTER'S DEGREE CAN POSSIBLY RUIN YOU AS A TEACHER

A PRETEST TO FIND OUT WHERE YOU NOW STAND

Answer the following questions YES or NO. This will help you form a self-evaluation profile on exactly why you are trying to get a master's degree. Such information is invaluable to you and to your teachers. It will eventually influence the lives of the students you teach.

YES NO 1. I want a master's degree in order to know more.

YES NO 2. I want to read more books.

YES NO 3. I want to learn the theory behind learning psychology.

YES NO 4. I want to amass more subject matter.

YES NO 5. I want to become a scholar.

YES NO 6. I want to learn which part of my course is most teachable.

YES NO 7. I want to learn which part of my course is most learnable.

YES NO 8. I want to learn which part of my course is most measurable.

YES NO 9. I want to learn which part of my course is most self-evaluative.

SOME TYPICAL EXAMPLES OF HOW YOU CAN CHANGE YOUR TARGET

You don't want to get hung up on using the true-false test or the "yes" and "no" questions in every possible example. Life is not that way. Life is not necessarily a clear cut decision between yes or no. On the other hand, life is not limited to the multiple choice questions. Sometimes we are faced with problem areas for which we do not know the possible range of alternatives. We will find out that our first step in answering these questions of life is to come up with a half dozen alternatives each of which would be probable. When we start to solve the question, we will find out that some of these alternatives are better than others.

Look at these following statements. Don't answer them yes or not. Don't think in terms of either true or false. You must go beyond the easy dilemna.

Try to think of a test question that will measure your attitude towards these alternatives. Try to come up with a multiple choice question. When you write out this multiple choice question, try it out on someone else. If they can understand it, you have succeeded. If they don't understand it, you must go back to the drawing board and start over again.

1. We do not need supergeniuses!
2. There are very few students in your classroom who will walk up to you and ask, "What advanced diplomas do you have?"
3. The typical student will ask you without words and through his actions and attitudes, "Teach me! Teach me well! If your not interested, I will shout, I will make war upon you, I will walk out, and I won't be happy. What are you going to do about it?"
4. Students relate to teachers in a wide variety of fashions.

5. There are some students in your class who are interested in the snob appeal. In other words, they will walk up to you and ask, "Do you have diplomas in order to teach me well? Are you rich enough in order to teach me well? Are you educated enough in order to teach me well? Do you know the important men in town in order to make a good impression on me so that I can make a good impression on them?"

6. We must imitate the farmer who refused agricultural publications and training sessions while saying, "Don't send me any more literature on farming. Right now, I am not farming as well as I know how to do! I don't need your literature or more training, I need a good kick in the pants!"

TWO SIMILAR BUT DIFFERENT EXPLANATIONS

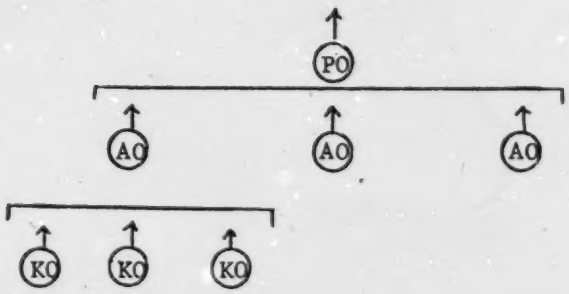
OF HOW A PERFORMANCE OBJECTIVE IS ATTAINED

Look at the two following diagrams. The first one is entitled, THE ONE-WAY APPROACH. The second one is entitled, THE MANY-WAY APPROACH.

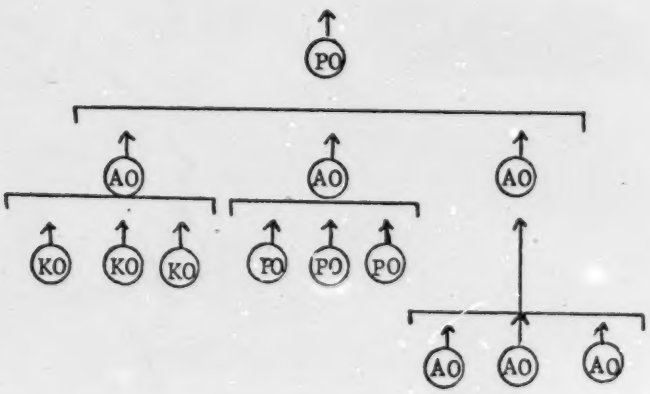
Look at these diagrams. Try to figure out what KO, PO, and AO stand for. Try to figure out what the combinations refer to. Do you see the fundamental similarity between each diagram. Do you see the basic difference in the approach?

Look at the diagrams:

THE ONE-WAY APPROACH



THE MANY-WAY APPROACH



IMAGE

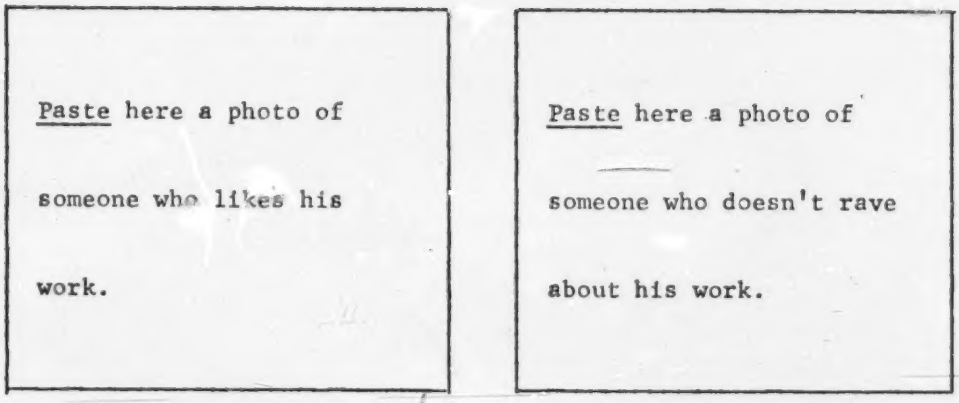


EXHIBIT A EXHIBIT B

YES NO 1. Are most of the teachers you know like exhibit A?

YES NO 2. Are most of the teachers you know like exhibit B?

YES NO 3. Do some of the teachers you know in exhibit A have a great deal of factual information (KO)?

YES NO 4. Do some of the teachers you know in exhibit B have a great deal of factual information (KO)?

YES NO 5. Do most of the teachers in exhibit A demonstrate their ability to improve the students with whom they come in contact (PO)?

YES NO 6. Do most of the teachers in exhibit B demonstrate their ability to improve the students with whom they come in contact (PO)?

YES NO 7. Do most of the teachers you know who fit into exhibit A demonstrate a liking for the profession that is contagious (AO)?

YES NO 8. Do most of the teachers you know who fit into exhibit B demonstrate a liking for the profession that is contagious (AO)?

YES NO 9. Would you place your picture in exhibit A?

YES NO 10. Would you place your picture in exhibit B?

THE LITTLE ONES WHO LEARN

Paste here a photo of a child happy and active	Paste here a photo of a child sad and inactive

EXHIBIT C EXHIBIT D

YES NO 1. Are most of the children you know like exhibit C?

YES NO 2. Are most of the children you know like exhibit D?

YES NO 3. Is happiness a knowledge objective (KO)?

YES NO 4. Is happiness a performance objective (PO)?

YES NO 5. Is happiness an attitude objective (AO)?

YES NO 6. Does your classroom resemble exhibit C?

YES NO 7. Does your classroom resemble exhibit D?

YES NO 8. Are you satisfied with your answers to questions 6 and 7 above?

A MULTI-DOMAIN RESOURCE PAGE

KNOWLEDGE RESOURCES, PERFORMANCE RESOURCES, AND ATTITUDE RESOURCES

A FEW TYPICAL ADMINISTRATIVE DECISIONS FOR YOU TO MAKE

Some admissions officers have simplified the administrative process to one simple rule: GET THE BEST STUDENT AVAILABLE AT ALL COST. This rule is especially helpful when there is a large surplus of students and a minimum of openings. It is not necessarily productive of the best results with the least expenditure. This means that anyone who is trained and employed in a job which doesn't fully recognized his unlimited potential is UNDER-EMPLOYED no matter how much he makes or no matter how well he functions in a lower level job.

It's a very difficult thing to admit that, for a particular job objective or a particular job skill, the best person for the job is not necessarily the person who is OVER-QUALIFIED.

Let's stop being theoretical. Let's give you a few decisions. The format will be simple. You will be given the objectives of a particular program. You will be given two candidates. Assume that they are both equal in all other respects that are not mentioned. On the basis of the material given to you, you must decide which person gets the job.

The objective of this material is forcing you to use performance-behavioral objectives in the decision-making process. Remember that your decisions are only as good as your information. For each one of your decisions, you must rely upon knowledge objectives, performance objectives, and attitude objectives. Make sure that you understand the information in each case.

QUESTION 1: OBJECTIVE: You need 25 teachers who will be able to interact with delinquent children in a wide variety of ways, intellectually, physically, and motivationally. Do you hire candidate A or candidate B below to enter into an M.A. training program designed to meet your needs for workers?

A. He is a very good student. His B.A. average was B plus. He reads a lot because a physical aliment just doesn't give him enough energy to participate in sports or outdoor activities. He is a pleasure to have as a student.

B. He doesn't like to read. He doesn't like to spend much time working on programmed instruction. He is completely opposed to computer assisted instruction. He doesn't understand the concept behind behavioral objectives. He likes people. He likes to work with them. He likes to talk with them and play with them. He is immediately liked by his own age group and by school children. He accepts a lot of things in others that would irk the typical teacher.

QUESTION 2: OBJECTIVE: You need someone to present physical fitness and physical education program to handicapped children. Many of these students are discouraged because they feel that their handicap deprives them of a physical basis for their recreational activity. Do you hire candidate C or candidate D?

C. She was an Olympic star. She has completed most of the requirements for the M.A. in physical education. She doesn't get along too well with others, but everybody admires her for her physical dexerity. She is known to be a good organizer and yet can get things done even though she will walk over others.

D. She is a handicapped person herself. She is not extraordinarly fond of sports, but does believe in daily physical activity on a vigorous level. Her most noticable defect might be a superfluity of enthusiasm. Some people say she is nice, but pushy.

QUESTION 3: OBJECTIVE: Your school needs someone who can read a lot and develop summaries of a vast amount of periodical literature. This material will be put into written format. It will be circulated to the teachers by a separate training team. To do this job of writing, do you hire candidate E or candidate F?

E. He is an introvert. He likes to read. He didn't succeed very well in teaching, but he writes well.

F. He is an extrovert. He doesn't like to read, but he has always been successful in working with groups. He is able to follow the instructions of trained professionals in such a way as to interpret them in a fashion that is acceptable to scholars.

THE ROLE OF SATIRE IN SELF-IMPROVEMENT

Look at the following three headlines. Imagine they appeared in various newspapers in 1968, 1970 and 1972. Imagine what is implied in each one of these satirical comments.

Don't get mislead into believing they are exaggerations in order to make a point. In other words, we are subjecting them to the magnifying glass. Exaggeration is a way of enlarging their impression in your eye in order that you may study the error. Don't make the error of believing that an enlargement of a fly's eye is the real thing. We enlarge the fly's eye in order to study it and make you aware of each of the component parts. Many errors are likely to happen. They need to be exaggerated and analyzed in order to be concreate.

1. Today's valedictorian is the tape recorder. He,she, it? was able to repeat everything said by the teacher in 1968.

2. Today's valedictorian was the microfiche. He, she, it? was able to photocopy everything in the reading list in 1970.

3. Video tape recorders is today's valedictorian. It was able to accomplish the work of the tape recorder and the microfiche copier in 1972. He, she, it? was able to follow the goals of education as we define them in this year of the missing link.

POSTTEST

HOW THE MASTER'S DEGREE CAN MAKE YOU A BETTER TEACHER

This posttest is intended to measure your gains score as a result of coming in contact with this document. It is presumed that you try to apply some of its ideas in your classroom and with professional contact with colleagues. It is presumed you start thinking about this document at odd moments.

If at least this had been done, you know you would have made a successful improvement. Keep it up. This posttest is one way of plotting a number of things you can think about. You can't tackle all of them at the same time. Start off with one and try to do better. In this way, you will find yourself making improvements in spite of your own lethargy. You will find yourself making improvements with the help of the momentum you have built up. You will find yourself making improvements with the help of the momentum of your students who are now starting to learn. In other words, you are not only going to get interest upon the money you have placed in the educational bank, you are going to get interest upon interest. This kind of compound interest will make the job of teaching much more interesting.

YES NO 1. I am fed up with teaching.

YES NO 2. My students are fed up with the course I am presently giving them.

YES NO 3. I feel I am subject to a reign of terror wherein I have no choice about what to teach.

YES NO 4. My students feel they are subject to a reign of terror inasmuch as I don't give them a chance to make their choices.

YES NO 5. I feel there is absolutely nothing I can do. I have no choice of what I can teach.

YES NO 6. My students feel that everyone of them must go through the same intellectual circuits. They have no choice about what to learn.

YES NO 7. I feel that what I learned in my master's degree program has no application in the classroom.

YES NO 8. My students feel that what they learn in my classroom has no application in their life.

YES NO 9. I didn't like my path to the master's degree. There was only one way to go, the theoretical way.

YES NO 10. The students don't like my approach to the course. They feel it doesn't offer enough variety or ways of learning.

YES NO 11. My master's degree was a waste of time.

YES NO 12. My students feel that a lot of what I am teaching them is a waste of time.

YES NO 13. I did a lot of hard work for the master's degree. I feel it was a waste of energy since I am not a better teacher as a result.

YES NO 14. Even the students who do all the assignments I give them feel that it is not paying off in terms of self-perceived intellectual and emotional growth.

YES NO 15. After having put all that work into the master's degree I'm still finding myself in the same old rut. I feel that I am tired of teaching.

YES NO 16. After going for a number of years and still coming across uninspiring teachers, my students feel that they are learning the same old thing in the same old way.

YES NO 17. While studying for my master's degree, I had to do more things more rapidly and more accurately. I never went to a higher level of choice and achievement.

YES NO 18. My advanced students feel that they do simply more work in the quantitated sense than the slower students. They don't feel that they have a higher level of choice, achievement, and performance.

YES NO 19. I never could really get myself down to studying for the master's degree because I always had too much to do outside of school.

YES NO 20. After school, my students find themselves much more interested in television and recreation rather than the type of intellectual life I am proposing as an academic ideal for them.

YES NO 21. I had a hard time getting my master's degree because it was very expensive.

YES NO 22. My students just won't spend any of their own money to buy extra books, magazines, and other learning tools.

YES NO 23. One thing I didn't liked about the master's degree was that it too destructive of my family life.

YES NO 24. The one thing the students don't like about my course is the fact that it takes them away from the general routine of pleasure and profit.

YES NO 25. While studying for my master's degree, I never had a teacher who tried to change the emphasis from books to the thought of learning.

YES NO 26. No matter how hard I try, I just don't know what to do to get the emphasis away from books to teaching success.

YES NO 27. I found myself to be an outstanding graduate student as measured by my report cards and grades received while studying for the master's degree.

YES NO 28. In my own teaching after receiving my master's degree, I find myself thinking more in terms of what my students are going to do after they leave school rather than in terms of what I am going to do while they are in school.

YES NO 29. I had a teacher in graduate school who thought more of me than of his own personal benefits.

YES NO 30. There are many students in my classroom for whom I would be willing to make sacrafices in order to benefit their personal life, no matter what it may cost me.

After going through this posttest, you can see the obvious comparison. One of the questions refer to your graduate studies and your master's degree. The other question following immediately afterwards was directed towards how you applied it after graduation.

In some cases, you will find out that you didn't like your master's degree. In other cases, you will find out that your students didn't like your teaching.

A whole different attitude occurs when you find out that you didn't like your master's degree, but your students liked your present teaching. This means that no matter what happens there you have succeeded. We aren't going into all the other possible patterns of success or failure. We are just comparing these two parameters of the master's degree and teaching success.

This is up to you. You must realize that what happened to you during the master's degree is only a prelude to your teaching career.

You must make your subject matter teachable. After you have made it teachable, your students will make it learnable. If they have made it learnable, life will force them to make it measurable in ways they can explain it to others. When this happens, you have solved the problem of evaluation. Evaluation is not something done to your students by somebody else. Evaluation is self-evaluation. After all, this is what you must to do yourself everytime you walk into the classroom. There are supervisors, but they can't be there to check up on you at every minute. You must assume the burden yourself. You must become director of your education. Once you do this, you will find that the students will <u>imitate</u> you in hundreds of ways that you never thought possible.

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